

INSTANT EFL LESSON  
PLANS

**25 CREATIVE, HIGHLY ENGAGING LESSON  
PLANS FROM PRACTICALLY NOTHING!**

CRISTIAN SPITERI



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# PREFACE



My aim with this book is to give you lesson plans you can use in a classroom with little to no preparation. The few that require resources only require them to be prepared once. Then you can keep them on hand to use again.

I wanted an instant tool that I could always take with me to class, without depending on the school to provide resources, printouts, and other materials. I hope these lesson plans will empower you the way they did me.

These lesson plans will engage and challenge your students, and they will also challenge you as the teacher. If you've taken the safe route until now, relying on student books in your lesson plans, using a lot of printouts, and not taking too many risks, then these lessons will stretch you beyond your comfort zone. As you become familiar with my framework, you will find yourself adapting and improving these lessons and even improvising more lessons. My director of studies observed my work and praised my lessons and methods. I'm confident that you will be praised too.

Obviously, you do not need to follow the lesson plans to the letter. Get comfortable with them, and adapt them as you see fit. However, I encourage you not to skip any bits just because you're afraid it's silly or you're afraid your students won't cooperate or you're just too embarrassed to do it. Those lesson plans will be of greatest benefit to you and a great learning opportunity for your students. If some activities are particularly uncomfortable for you, then try to apply them when you are teaching a class that you feel comfortable with and close to. That way, it won't be as hard.

Some of these activities are complex, so a part of successful implementation is asking instruction-checking and concept-checking questions to your students to make sure that they understand what

is expected of them. In fact, any time you give your students rules, I recommend you ask them to repeat the rules back to you, as well.

Don't be surprised if you find yourself being liked more by some of your students. Don't be discouraged if you start being liked less by others. Unfortunately, not everyone is aware that learning *can* be fun. Some students believe that if they are having fun, they can't possibly be learning, and so they give negative feedback. Ignore it; these lessons all follow TEFL methodologies and have clear objectives.

## How Do I Make That?

LEVEL: *A1 (beginner) and up.*

AIMS: *Students will discuss the fun topic of cooking. Students will learn cooking terms like frying and then write up a recipe.*

RESOURCES: *For lower levels, pictures of cooking terms (see the examples at the end of this lesson)*



When working with very low levels (A1) for this lesson, I like to make use of visuals to explain cooking terms (at the end of the lesson). Just take this book with you to class, and show the pictures.

Open the topic of food in any way you like. A few options could be writing down a question or two on the board, asking students to discuss them in pairs, and then getting feedback. Some questions could be “What is your favorite food?” “How often do you eat out?” or “Do you eat food from different countries when you travel?”

Play hangman with the word *recipe* and ask the students how to pronounce it. If none of them gets it, it’s important to drill it at this point. Ask your students what a recipe is. Scaffold and help them get it if they can’t. Explain that we find recipes in specific books and online.

Take this moment to teach all the important cooking terms in English. Use the photos on the next page, showing them one by one, and ask students what is happening and what they see in each picture. It’s likely that your students will describe the food, for example, *egg*. However, direct your students and scaffold so they can tell you how the food is being cooked.

Don’t just give them a term, such as *fry*, and stop there, but rather get them to explain what *fry* means, that is, cooking something in hot oil (in a pan). *Boil* means heating water. (A student once put his hand up and explained that the water had to be at 100 degrees Celsius). Use gestures, if needed, to explain what slicing is.

Note that when I say *scaffold*, what that means is that you do not give the answer away to students, but rather help them build it up. Make sure they've understood, before you give away the answer. If, for example, you are asking the students about picture 4, let them show you, even mime, the stirring motion with their fingers, so that you can see that they are understanding what's going on. Then, you can give away the answer, *stir*.

Tell your students that together, you are going to write the recipe for how to make a cup of English tea on the board. Scaffold and work with them slowly, especially if they are low-level, and guide them toward the answer:

1. Boil water in a kettle.
2. Put a teabag into a mug (and sugar or honey).
3. Pour hot water into mug.
4. Wait for five minutes.
5. Stir the hot water, and remove the teabag.
6. Add milk and stir.

Have students form groups of three. Explain the task: Working together, they have 15 minutes to write down a recipe for any dish they choose. Concept-check to make sure they understood the instructions. (What do you have to do? What do you have to write? Are you working alone?)

If you notice your students choosing to rely on google Translate, let them, as long as it's a word or two, not the whole thing, provided this does not go against your school's rules.

If they are low-level students, they will choose simpler recipes—like pasta with tomato sauce, or toast, or a smoothie—which is perfectly fine. If they are high-level students, feel free to challenge them to come up with something a bit more complex.

When the exercise is complete, you can ask a representative from each group to write their recipe on the board one by one, perform error correction together, and drill the pronunciation of any difficult words.

to fry



to grill



to mix





## MEMES

LEVEL: B2 (*upper intermediate*) and up.

AIMS: *Humor is inspired in the classroom. Students will explain or better acquaint themselves with the online world of memes. Students will work in teams and put their creativity to use. Students will see differences in humor and how a joke can be hard to understand for a learner of English, as opposed to a native speaker.*

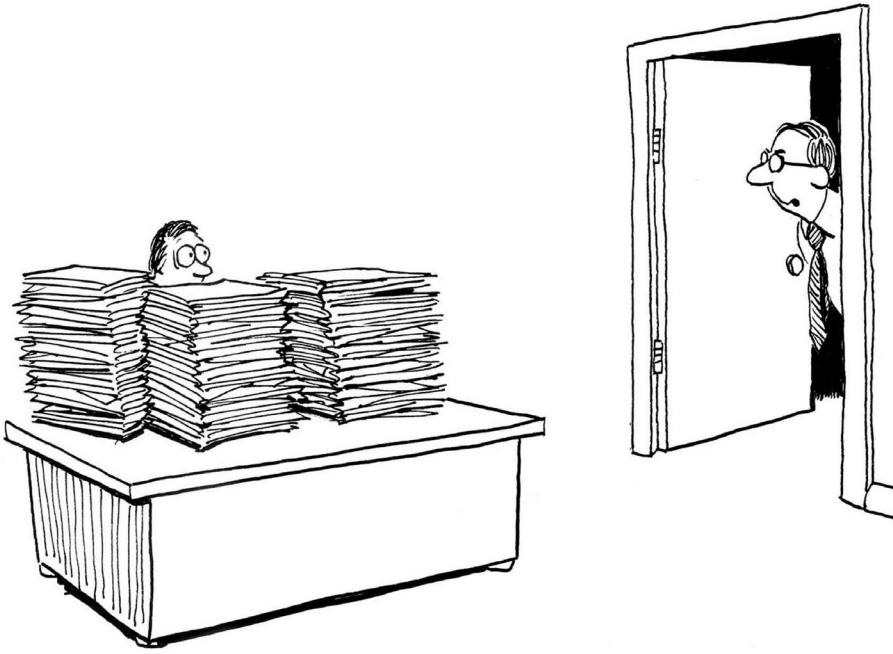
RESOURCES: *Your students need an internet connection on their phones. You can show your students a couple of memes. You can print and laminate a couple of memes, or just show the memes on your phone.*



Elicit the term *memes*. Ask your students to explain to you what memes are. Students will come up with many wonderful definitions. The one I would be looking for is “a picture with a funny caption,” and I help my students produce a similar definition. If none of the students know what a meme is, invite them to find “Classical Art Memes” on Facebook on their phones and look at it, and then ask them what they think it means. At this point, show your students the first meme that you’ve prepared, and notice their reaction. Ask any students that laughed if they can explain the meme, and what was funny about it. To the students that did not laugh, you can ask them why they didn’t like the meme.

Repeat the process with the second meme, if you have it. Point out to the students that some are laughing and some are not, and ask why that is. Get the students to explain to you that jokes or memes won’t be universally funny. Get them to explain or see that some jokes are not understandable across cultures. Others will only be understandable to a native English speaker, because the joke might be based on a word or phrase having more than one meaning, like wordplay.

Show your students Cartoon 1 at the end of this lesson (or present



Caption 1



Caption 2

## BONUS CHAPTER

As a token of appreciation for having purchased the book and gotten this far into it, I've prepared some bonus content that I would like to share with you. A link is included underneath, and clicking it (or copying it into your web browser) will allow you to sign up for my newsletter. You will immediately receive the bonus chapter, "Instant Teacher Training Course from Practically Nothing". In addition, you'll be on my newsletter list, and I'll be able to send you more materials that are valuable for your career as a teacher.

The bonus material builds on the content in the main book, and keeps in line with getting you to work without requiring stressful levels of preparation.

Unfortunately teachers are not (always) adequately paid for the hours they spend in preparation, and I've always believed that teachers deserve some quality, effective resources that they can put to work easily, and the right to enjoy their free time and lunch breaks in peace.

<https://mailchi.mp/346e5a94obcc/instanteflbonus>

## ABOUT THE AUTHOR



CRISTIAN SPITERI has been a language teacher for seven years, working with students from all over the world. This is his first book. He's always known he wanted to be an author, and has been featured in several publications on Medium, writing mainly about LGBTQ issues, travel, self-awareness, and mental health.

When not writing or teaching, Cris is usually busy globetrotting, acting, recording voice-overs and music in his studio, or catching some of West End's latest and best shows. All his different pursuits have definitely had their mark on his teaching style, as you can tell from the diverse activities in this book.